

# Visions In Education Charter School School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Visions In Education Charter School
<b>Street</b>	5030 El Camino Avenue
<b>City, State, Zip</b>	Carmichael, CA 95608
<b>Phone Number</b>	(916) 971-7037
<b>Principal</b>	Jody Graf
<b>E-mail Address</b>	bbrady@viedu.org
<b>Web Site</b>	www.viedu.org
<b>CDS Code</b>	34-67447-3430717

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	www.sanjuan.edu

### School Description and Mission Statement (School Year 2017-18)

#### School Description:

Visions In Education Charter School, a transitional kindergarten through twelfth grade (TK-12) independent study/home school charter school, is currently in its 18th year of operation. Visions is chartered by the San Juan Unified School District in Sacramento County and is accredited through the Western Association of Schools and Colleges (WASC). Visions serves students in Sacramento County and its eight adjacent counties, including Placer, Amador, San Joaquin, Solano, Yolo, Sutter, Contra Costa, and El Dorado. Visions serves two distinct student populations: TK-12 home school students and 9-12 secondary school students. Visions serves students who seek an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction. The TK-12 Home School Academy supports the right of parent educators to educate their children within the home, while the 9-12 Independent Studies Academies serve high school students seeking a non-classroom-based environment that provides standards-based academic assignments to allow them to graduate from high school in a flexible learning environment.

#### Mission Statement:

As an independent study/home school program, Visions In Education Charter School utilizes a standards-based education that addresses individual differences and learning styles. We empower students to take ownership and responsibility for their present and future learning by developing their academic, personal, interpersonal, and technological skills.

#### Vision Statement:

Preparing each student to succeed in a rapidly changing world.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	383
Grade 1	306
Grade 2	335
Grade 3	288
Grade 4	331
Grade 5	309
Grade 6	318
Grade 7	331
Grade 8	297
Grade 9	348
Grade 10	448
Grade 11	677
Grade 12	908
<b>Total Enrollment</b>	<b>5,279</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	2
Asian	4.1
Filipino	3.1
Hispanic or Latino	18.6
Native Hawaiian or Pacific Islander	0.8
White	61.9
Two or More Races	1.3
Socioeconomically Disadvantaged	48.4
English Learners	4.9
Students with Disabilities	10.5
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	184	193		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: November 1, 2017

San Juan Unified held a public hearing on September 22, 2015 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in November 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then the State Board of Education has adopted frameworks for ELA/ELD, Math and Social Sciences, and has identified an approved list of instructional materials available for adoption.

For more information regarding San Juan’s textbook adoption schedule, please visit our website:  
<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Framework: July 2014 K-8 Matrix: Nov 2015	Yes	0.0
Mathematics	Framework: Nov. 2013 K-8 Matrix: Jan. 2014	Yes	0.0
Science	Science Framework: Nov. 2016 K-8 Matrix: Nov. 2018	Yes	0.0
History-Social Science	Framework: July 2016 K-8 Matrix: Nov. 2017	Yes	0.0
Foreign Language	Framework: 2001	Yes	0.0
Health	Health Framework: 2003 (anticipated rev. 2019)	Yes	0.0%
Visual and Performing Arts	Framework: 2004	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.00%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The central program of Visions In Education Charter School occupies leased office buildings in Carmichael. The facilities are well maintained, and the facility provides adequate space for administrators and office staff members. Parking is excellent.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	50	48	45	44	48	48
Mathematics (grades 3-8 and 11)	25	22	35	33	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	"2,621"	"2,284"	87.14	47.9
Male	"1,267"	"1,084"	85.56	41
Female	"1,354"	"1,200"	88.63	54.13
Black or African American	206	184	89.32	34.78
American Indian or Alaska Native	48	40	83.33	27.5
Asian	121	112	92.56	69.64
Filipino	82	79	96.34	56.96
Hispanic or Latino	475	424	89.26	35.7
Native Hawaiian or Pacific Islander	21	17	80.95	35.29
White	"1,624"	"1,386"	85.34	51.12
Two or More Races	44	42	95.45	71.43
Socioeconomically Disadvantaged	"1,144"	"1,010"	88.29	37.76
English Learners	198	184	92.93	25.14
Students with Disabilities	308	227	73.7	18.58

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	2,621	2,271	86.65	21.99
Male	1,267	1,079	85.16	23.28
Female	1,354	1,192	88.04	20.82
Black or African American	206	182	88.35	10.44
American Indian or Alaska Native	48	39	81.25	5.13
Asian	121	112	92.56	49.11
Filipino	82	79	96.34	31.65
Hispanic or Latino	475	419	88.21	15.79
Native Hawaiian or Pacific Islander	21	17	80.95	23.53
White	1,624	1,381	85.04	22.61
Two or More Races	44	42	95.45	38.1
Socioeconomically Disadvantaged	1,144	1,003	87.67	12.46
English Learners	198	183	92.42	10.93
Students with Disabilities	308	222	72.08	12.16

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	46	51	57	56	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. Although most completion data is collected through our ROP regionally (Sacramento County Office of Education), the CTE department collects data on the number of students moving through our local sequences. Some ROP courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. ROP course are defined as completer based on length of course, sequence, and skill development.

The ROP capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. Students enrolled in the programs are provided strong experiences in all aspects of an industry.

In addition to San Juan Unified School District, Visions students also have the opportunity to participate in ROP in Sacramento, Placer, and San Joaquin counties. Visions also provides students career preparation through our independent study courses leading to Career Technical Education (CTE) and post-secondary educational options. We offer the following courses:

- Child Development
- Clothing and Fashion Design
- Foods and Nutrition
- Crime Science
- Digital Media
- Hospitality / Tourism
- Entrepreneurship
- Health Science (Allied Health Tech)
- Introduction to Business (International)
- Introduction to Video Production
- Marketing (Sports & Entertainment)
- Veterinary Science

When students experience CTE courses they have the opportunity to see the relationship between applied academic standards and the real world. Students find purpose in their studies and are provided an opportunity to apply their academic and industry skills to everyday problems.

Through the IEP process special education students may also be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the Individualized Education Plan (IEP). CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems.

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, along with completion of a sequence of courses are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills are analyzed. Data on attendance is also collected.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	31
% of pupils completing a CTE program and earning a high school diploma	99%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	44.65
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	10.54

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5	24.3	27.5
7	19.3	27.4	28
9	22.4	22.4	27.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Visions In Education strongly believes that active parental involvement is a key component to student success. Parents facilitate their child's learning in the Home School Academy with the assistance of a credentialed teacher. Credentialed teachers facilitate student learning in each the College and Career and the University Preparatory Academies with assistance from the parents. In addition, Visions provides parent events, throughout our nine-county region, to share teaching strategies and effective practices with parents and guardians.

Parent satisfaction surveys are provided electronically to all parents annually in the fall semester. The survey is developed specifically to assess parent input on the effectiveness of all aspects of Visions In Education from their perspective, related to their experience. The results of this survey are reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year. Feedback is given to parents to indicate how their survey suggestions were used.

Parents and guardians of Visions students are encouraged to participate on a parent committee made up of parents and guardians of the students of Visions, which acts in an advisory capacity to the executive director. They are also encouraged to participate in advisory board meetings. Each Visions academy also involves parents through parent organizations that are responsible for encouraging parent involvement in school activities, fundraising and working with charter school administrators on matters related to Visions' school community.

Please contact Betty Brady at 916.971.5331 to learn more about opportunities for parent involvement.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	12.6	15.9	14.4	9.6	9.2	8.8	11.5	10.7	9.7
Graduation Rate	70.48	65.87	68.92	81.6	82.65	83.79	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	75.03	84	87.11
Black or African American	53.42	69.67	79.19
American Indian or Alaska Native	52.63	69.23	80.17
Asian	82.76	91.86	94.42
Filipino	81.48	86.21	93.76
Hispanic or Latino	56.83	75.94	84.58
Native Hawaiian/Pacific Islander	85.71	77.78	86.57
White	83.97	85.86	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	69.33	54.14	63.9
English Learners	41.67	44.58	55.44
Students with Disabilities	67.11	79.01	85.45
Foster Youth	100	71.05	68.19

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	5.7	5.7	5.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy or CHPD officer. The Deputy Sheriffs are assigned to specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. The Deputy Sheriff's and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues, update their site emergency plans, and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan (CSSP) by March 1st of every year. As part of the update, each school site meets at least once per year with a law enforcement officer to review the CSSP and they hold a community meeting to review the CSSP. The CSSP must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site-specific crisis response procedures and a district standardized emergency flip chart. Each school site conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by State law.

Visions In Education has a safety committee that meets regularly. All Visions staff members have been trained in the school's emergency procedures and safety plan. Visions has an emergency crisis notification line, and all staff members have been trained in the use of this phone line. This crisis emergency line works in the daytime and evenings. Visions safety plan was approved and shared out with all faculty and staff on 8/14/17.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	65.4

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	888	6		4	763	2		1	3422		
Mathematics	2	987			2	854			1	2163		
Science	3	713	5		3	699	5	1	1	2471		
Social Science	3	870			4	861			1	3419		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	450
Psychologist	3.80	N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist	11	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8247	730	7517	
District	N/A	N/A	\$5,013	\$75,808
Percent Difference: School Site and District	N/A	N/A	50.0	
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	32.4	

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2016-17)**

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,600	\$47,808
Mid-Range Teacher Salary	\$76,351	\$73,555
Highest Teacher Salary	\$90,055	\$95,850
Average Principal Salary (Elementary)	\$111,903	\$120,448
Average Principal Salary (Middle)	\$114,058	\$125,592
Average Principal Salary (High)	\$138,454	\$138,175
Superintendent Salary	\$263,176	\$264,457
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Social Science	1	N/A
All courses	1	0.8

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Visions is dedicated to the ongoing development of school administration, teachers and office staff. The professional development initiative areas are aligned to school's goals to increase student achievement and support school improvement. The leadership management team meets frequently to ensure that best practices and new ideas are constantly being utilized through all levels of the organization. In addition, teachers meet monthly to showcase best practices, develop curriculum and resources, and collaborate in professional learning teams (PLT) and to discuss and problem-solve challenges in Visions' environment. Teachers bring student data to meetings to discuss student challenges and to work together to create solutions. The organization considers all suggested solutions to develop resources in support of student achievement. Each summer a professional development task force convenes to identify the key initiatives for each of the academies for the upcoming school year.

Credentialed teachers serve as instructional coaches who focus on curriculum needs for each content area by academy. Instructional coaches provide updates and support through professional development meetings and assist with curriculum modifications and implementation strategies for content areas. Visions is committed to a relevant staff development/professional growth process for all staff. Certificated staff meets monthly in large or small faculty groups for mandatory updates and training on key areas of the school operations and the programs. Staff development sessions are created to ensure staff is current with updated technology refinements and appropriate use. Student achievement data and school demographic information helps tailor a professional growth program to enrich strategies and resources to support student learning needs. In addition, the school is continuing to build capacity in all staff to optimize computer and online application tools; this is an ongoing commitment of the school. Classified staff members also have opportunities for technology and business training relevant to their positions as well as training in best business practices. Visions supports classified staff pursuing their educational goals by providing reimbursement for college classes and books.

Recent professional development initiatives have included: California State Standards, student services (MTSS, special education, and counseling), effective practices, writing, and GradPoint. For the implementation of the California State Standards, Visions has focused on providing curriculum, pedagogy, and best practices surrounding English language arts and mathematics. The focus will stay on this initiative for professional development in the next several years to help build a firm foundation in Visions' programs.